DOCUMENT RESUME

ED 426 188 CE 077 359

AUTHOR	Kirkwood, James J., Ed.; Foster, Patrick N., Ed.
TITLE	Elementary School Technology Education. 46th Yearbook, 1997.
INSTITUTION	Council on Technology Teacher Education, Reston, VA.
ISBN	ISBN-0-02-677152-7
PUB DATE	1997-00-00
NOTE	398p.
AVAILABLE FROM	Glencoe/McGraw-Hill, 3008 West Willow Knolls Drive, Peoria, IL 61614; Tel: 800-334-7344 (Toll Free); Web site: http://www.glencoe.com ($20.48).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Case Studies; Educational Research; Elementary Education; *Elementary School Curriculum; *Holistic Approach; *Integrated Curriculum; Mathematics Instruction; Reading Instruction; Science Instruction; *Student Participation; *Teacher Education; *Technology Education; Writing Instruction

ABSTRACT

This yearbook explores the relationship between elementary school technology education (ESTE) and the traditional subjects of the curriculum, reports on methods of ESTE implementation, and describes roles of teacher preparation and inservice professional development activities for promoting ESTE. Contents include an introductory chapter; 11 chapters in 3 sections, each section beginning with an overview; and a summary. Chapter 1, "The Child, the School, and the World" (Patrick N. Foster, James J. Kirkwood), addresses the three most important components of ESTE. Michael D. Wright's overview of section I introduces a focus on content integration. Chapters 2-5 investigate ways in which technology can be interfaced with school subjects: "Technology as a Social Study" (Cynthia Szymanski Sunal, Dennis W. Sunal); "Mathematics, Science, and Technology" (Vincent W. Childress, James E. LaPorte); "Reading, Writing, and Technology" (J. Fred Ilott, Helen G. Ilott); and "Technology and Children's Literature" (Michael J. Kleeberg, James J. Kirkwood). In the overview of section II, Patrick N. Foster introduces the view of ESTE as a process. Chapters 6-9 explore engaging learners through use of their senses in explorations with technology in the quest to expand their memories and enhance their understanding: "Engaging the Senses in a Quest for Meaning" (Kenneth Welty); "A New Paradigm for Schooling" (Ronald D. Todd); "Implementing a National Program" (Steven Barbato); and "An Articulated Whole-School Approach" (Michael D. Wright, Chip Miller). The overview of section III by James McCracken introduces three chapters that give insight into methods of determining content and application for ESTE. Chapters 10-12 provide direction for training teachers to teach technology to elementary-aged children: "Teacher Education" (Lewis D. Kieft); "Inservicing Teachers" (Barry David); and "Review and Synthesis of Research" (Karen F. Zuga). "Summary and Reflections" (Sharon Brusic) identifies recurrent themes and ideas. Appendixes include the following: "Characteristics of Technology Activities" (Patrick N. Foster), "Snapshots